

ABSTRAK

Abdul Rohman, 2014, Disertasi, "Internalisasi Nilai Disiplin dan Tanggung Jawab dalam Kurikulum *Boarding School*: Studi pada SMP-SMA Semesta *Bilingual Boarding School* Kota Semarang", Program Pengembangan Kurikulum, Sekolah Pascasarjana Universitas Pendidikan Indonesia. Promotor: Prof. Dr. H. Ishak Abdulhak, M.Pd., Co-promotor: Prof. Dr. H. Sofyan Sauri, M.Pd., Anggota Promotor: Dr. H. Azis Mahfuddin, M.Pd.

Penelitian ini dilatarbelakangi realitas rendahnya nilai disiplin dan tanggung jawab di kalangan siswa, yang diindikasikan dengan maraknya kenakalan remaja, semrawutnya kondisi bangsa: KKN, dan berbagai rendahnya moralitas bangsa lainnya di satu sisi, namun di sisi lain terdapat sekolah yang siswa-siswanya memiliki nilai disiplin dan tanggung jawab yang baik, yakni SMP-SMA Semesta BBS Kota Semarang. Penelitian ini dilakukan di sekolah tersebut dengan tujuan untuk mengetahui internalisasi nilai disiplin dan tanggung jawab pada siswa dalam konteks kurikulum *boarding school*-nya. Dengan menggunakan pendekatan kualitatif dengan studi kasus, dan didukung metode observasi, wawancara, dokumentasi, angket dalam pengumpulan datanya, penelitian ini menemukan bahwa sekolah yang dikelola dengan menggunakan sistem *boarding* memberikan tawaran solutif terhadap terwujudnya pendidikan yang komprehensif-integratif dalam kawasan domain pendidikan, yakni domain kognitif, afektif, dan psikomotorik (Bloom et al., 1976); *thinking, feeling, acting* (Gable, 1986); *good* dan *smart* (Lickona, 1992), karena mendasarkan pada kurikulum terpadu, baik dalam level landasan, desain, implelementasi maupun evaluasi. Dari sudut landasan, kurikulum berlandaskan pada filsafat, psikologi, sosiologi dan sains-teknologi secara eklektik-integratif. Dari sudut desain, kurikulum dirancang bersamaan dengan perencanaan semua aspek dalam kurikulum, berbentuk kurikulum tertulis (*written curriculum*) dan kurikulum yang tersembunyi (*hidden curriculum*), dengan ciri "kurikulum nasional plus". Dari sudut implementasi, SMP-SMA Semesta BBS melaksanakan kurikulumnya secara menyatu dengan kegiatan pembelajaran dan kegiatan pendidikan lainnya, baik di sekolah maupun di asrama, yang berbentuk beberapa kegiatan, yakni: (1) penciptaan iklim dan budaya, (2) pembelajaran, (3) pembiasaan, (4) ekstra kurikuler, (5) bimbingan (*rehberlik* dan *sohbet*), (6) *camping*. Akan tetapi, dari sudut evaluasi, SMP-SMA Semesta belum melaksanakan evaluasi kurikulum secara ideal, evaluasi masih terfokus pada evaluasi proses pembelajaran yang merupakan salah satu bagian evaluasi kurikulum. Dari penelitian ini, ada beberapa rekomendasi, yakni: (1) di samping model tradisional yang muncul dalam bentuk pembiasaan, *conditioning*, model internalisasi nilai yang berbasis pada penyadaran lewat faktor internal (pendekatan modern, pendekatan moral-kognitif) perlu mendapatkan perhatian yang lebih intensif untuk membangun kesadaran siswa pada pengamalan nilai; (2) Penelitian lanjutan tentang faktor-faktor determinan terhadap pembentukan nilai (*value*) secara kuantitatif perlu dilakukan, untuk mengetahui sumbangan masing-masing faktor tersebut.

Abdul Rohman, 2014

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ABSTRACT

Abdul Rohman, 2014, Dissertation, "Internalizing Discipline and Responsibility in the Boarding-Based Curriculum: The Study of SMP-SMA Semesta Bilingual Boarding School Semarang", Curriculum Development Program, Postgraduate School of Indonesian University of Education. Promotor: Prof. Dr. H. Ishak Abdulhak, M.Pd., Co-promotor: Prof. Dr. H. Sofyan Sauri, M.Pd., Member of Promotor: Dr. H. Azis Mahfuddin, M.Pd.

This research is based on the reality of students' lack of discipline and responsibility that is indicated by the current rampant juvenile delinquency, the chaotic state of the nation: corruption, lack of morality and a variety of other nations in one side, but in other side, there is a school that concerns highly with the internalizing values to the students, namely: SMP-SMA Semesta BBS Semarang. The research conducted at the school was aimed to find out what the foundation of curriculum is, how to design, to implement and to evaluate the curriculum in order to internalize students' discipline and responsibility. By using a qualitative approach and case study which was supported by observation, interviews, documentation, and questionnaire deliveries to collect the data, the study found that the school which is managed with boarding system provides an opportunity to establish a comprehensive education that is integrated with the educational domains: the cognitive, affective, and psychomotor (Bloom et al., 1976); thinking, feeling, acting (Gable, 1986); good and smart (Lickona, 1992), because of the integratedness of its curriculum in the levels of foundation, design, implementation and evaluation. In the view of foundation, the curriculum is based on the comprehensive foundation in philosophy, psychology, sociology and technology. From the point of design, the curriculum is designed in the same time with the planning of all curriculum aspects, in the form of the written curriculum and the hidden one, which is characterized with "the plus national curriculum". From the point of implementation, SMP-SMA Semesta BBS performs the implementing curriculum and learning activities in general education integrally, both at school and in the dorms. The form of activities in this case are: (1) establishing a climate and culture, (2) performing instruction, (3) creating habituation, (4) doing extracurricular activities, (5) counseling (*rehberlik* and *sohbet*), (6) camping. However, from the point of evaluation, SMP-SMA Semesta BBS hasn't conducted ideal curriculum evaluation yet since it is still focused on the evaluation of the learning process that is considered as one part of the curriculum evaluation. Based on the conducted research, some recommendations are given as follows: (1) Beside the application of the traditional model that appears in the form of habituation and modelling, another model based on the internalization of awareness through internal factors (the modern approach, the moral-cognitive approach) is recommended to be intensively considered in order to build awareness for performing values; (2) Further studies on the determinant factors of the value formation is necessary to be done quantitatively to determine the contributions of each factor.

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